DOCUMENT RESUME

ED 256 238 HE 018 273

AUTHOR	Gill, Wanda E.
TITLE	Supervision Evaluation.
INSTITUTION	Bowie State Coll., Md.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	[84]
GRANT	G008401710
NOTE	24p.
PUB TYPE	Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Administrator Evaluation; *Developmental Studies Programs; Disabilities; Disadvantaged; Employee Attitudes; Employer Employee Relationship; Higher Education; *Leadership Styles; Resource Centers; State Colleges; Study Centers; *Supervisors; *Tutors
IDENTIFIERS	*Bowie State College MD; *Special Services for Disadvantaged Students

ABSTRACT

Tutors' perceptions of their supervisor/leader in the Academic Skills/Learning Resources Center at Bowie State College were surveyed. Twenty tutors employed by the center through the Special Services for Disadvantaged Students project were administered the Leader Effectiveness and Adaptability Description questionnaire developed by Hersey and Blanchard. The center provides tutorial, learning skills, counseling, and cultural services to low income and/or handicapped students. Ten of the tutors had only been employed for 10 weeks, while 10 had been employed for 2 or more semesters. There was a difference in the evaluation of the supervisor by new and old tutors. Old tutors perceived the supervisor/leader's style as more effective than did new tutors. The results support the notion that the employee's view of the supervisor is more consistent with the supervisor/leader's self-evaluation than is the perception of the supervisor in new supervisor-employee relationships. The responses of both new and old employees to each questionnaire item are indicated. The questionnaire consists of 12 situations and 4 possible actions by the leader. The respondent circles the alternative that best describes the behavior of the group's leader. (SW)

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Supervision Evaluation

Wanda E. Gill

Bowie State College

Bowie, Maryland

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Supervision Evaluation

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I. Statement of the Problem

Evaluation is generally believed to be one directional; ie., the supervisor/leader evaluates the employee. This paper proposes to examine evaluation from a different perspective; ie., the employee's view and evaluation of the supervisor/leader. The employee's view of the supervisor/leader can be influenced by the situation (Fiedler, 1973), the maturity level of the employee (Hershey and Blanchard, 1973), the attitude of the supervisor/leader (Blake and Mouton, 1964) and the supervisor/leader's style (Fiedler, 1967; Ashour, 1973; and, Tannenbaum and Schmidt, 1973.)

The problem of open and honest assessment of the supervisor/leader by the employee can be approached from the stand point of improvement within the organization. For Likert (Rush, 1969), the addition of the good supervisor/leader increases the overall effectiveness of the organization whereas the addition of a poor supervisor/leader decreases the overall effectiveness of the organization. The employees who work for the supervisor/leader can directly impact on the organization's effectiveness by fairly appraising the supervisor/leader. Employee evaluation of the supervisor is a participatory approach to management and systems organization. (Schreisheim and Kerr, 1977.)

With the improvement of the organization in mind, the supervisor who wants honest, open feedback can solicit the anonymous completion of a standardized survey to protect the employee and to receive feedback. This paper presents the results of a survey of tutors' perceptions of their supervisor/leader in the Academic Skills/Learning Resources Center at Bowie State College. The Leader Effectiveness and Adaptability Description (L.E.A.D.) questionnaire developed by Hersey and Blanchard (1973) was the standardized survey instrument used.

II. Hypotheses

The Academic Skills/Learning Resources Center is the Special Services for Disadvantaged Students project at Bowie State College. The Center provides tutorial, learning skills, counseling and cultural services to two hundred (200) first generation college, low income and/or handicapped students. During the fall 1983 semester, twenty (20) tutors were employed on a part-time (10 hours per week) or a full-time (20 hours per week) basis. Ten of the tutors are new employees. Ten of the tutors worked for two or more semesters with the supervisor.

Hypothesis #1: There will be a difference in the evaluation of the supervisor by new versus old employees.

Hypothesis #2: The supervisor's self-evaluation is more consistent with the old employees' evaluations than with the new employees' evaluation. (That is, in relationships which have been developed over time, the employee's view of the supervisor is more consistant with the supervisor's view of herself than the perception of the supervisor in new supervisor-employee relationships.)

III. Review of the Literature

A number of theorists have explored leadership evaluation within their theoretical models. The theories of Blake and Mouton (1964), Fiedler (1967, 1973), Likert (Rush, 1969) and Hersey and Blanchard (1977) will be presented in detail to document the various ways the supervisor as leader can be viewed and evaluated.

Blake and Mouton

Blake and Mouton (1964) present their theory as a Managerial Grid. The grid has two leadership style variables; Concern for Production and Concern for People. Concern for Production is described as the leader's assumption toward an emphasis on accomplishment of the organizational task.

Concern for People is a measure of a leader's assumption toward the emphasis placed on interpersonal relations among people in the organization. There are five intersections on the grid that relate to leadership style:

- Improverished leadership style

Minimum influence is exerted in interaction with others. Little concern for production or people is expressed. Most activities performed are routine.

- Task-oriented leadership style

Good relations are incidental to high production goals by focusing on the planning, direction, and controlling of all activities.

- Balanced leadership style

The aim is a balance between high productivity and good human relations. The leader strives to find the middle ground, so as to have reasonable production with good morale.

- Relationship-oriented leadership style

Production is incidental to good human relations. The supervisor focuses on the development of harmonious group relations so that work organization is pleasant.

- Integrated leadership style

Production is achieved by the integration of task and human relationship requirements. The supervisor's major responsibility is to attain effective production and high morale through the participation and involvement of people in a team approach. For Blake and Mouton, the Integrated style of leadership is best. They believe that the leader's attitudes guide behavior. Blake and Mouton say that 69-75% of leaders evaluate themselves as having an Integrated style before training. Blake and Mouton's leadership Grid is included. Their grid charts Concern for Production along the X-axis and Concern for People along the Y-axis. The scores range from 1-9 (see the Grid diagram in the Appendix).

Fiedler

For Fiedler, the organization's effectiveness depends on the interaction between the leader's personality and the situation. The leader's motivational structure should be matched with the degree to which the situation gave the leader control and influence over the outcome of his decisions. The leader must fit the situation.

Fiedler describes the need structure of the leader as "leadership styles". Leadership style is an aspect of the leader's personality. Style is difficult, if not impossible, to change. (Fiedler, 1973)

Certain types of leaders perform best in certain situations. Groups led by task motivated leaders tend to be more effective in situations which are highly favorable or highly unfavorable to the leader. Task motivated leaders are also more effective in situations where control and influence are either very high or relatively low. The relationship motivated leaders are effective in situations where their control and influence is moderate. For Fiedler, the leader's style is matched to the situation. He doesn't believe that training is effective in changing the style of the leader (Fiedler, 1967.)

Ashour was critical of the task oriented leadership scores and their interpretation. (Ashour, 1973). Schreishem and Kerr (1976) confirmed Ashour's findings and reiterated his comments.

Likert

Likert relates the leadership process as an organizational variable to the extent to which superiors have cofidence and trust in their employees. He also relates leadership process to the freedom subordinates feel they have in openly discussing things about their jobs. He also relates the leadership process to the solicitation and use of employees' ideas by the leader. The systems of organization are authoritative and participa-

tive. Likert's Organizational and Performance Characteristics of Different Management Systems Based on a Comparative Analysis. Within Likert's system, the participative group, the leadership process reflects confidence and trust in the subordinates. Subordinates are free and open to express their opinions and ideas and offer suggestions to the supervisor. This participative model is in direct opposition to the exploitive authoritative model (System 1) in which subordinates seldom make suggestions or express opinions because of the lack of trust and lack of confidence in the supervisor/leader.

Likert also assesses the motivational forces, communication processes, interaction-influence process, decision-making processes, goal setting and, control in the authoritative and participative systems. Exhibit 3 in the Appendix cites the characteristic of each organizational variable within the exploitive authoritative, benevolent authoritative, consultative and participative group systems of organizations. The style of the organizational system, according to Fiedler, should fit the style of the leader. This writer believes the style of the organization must also fit the employee.

Likert's model is one which most readers can identify with and apply. The language and descriptors are plain and easy to understand.

Hersey and Blanchard

Hershey and Blanchard developed the Leader Effectiveness and Adaptability Description (L.E.A.D.) which is a standardized instrument which measures the leader's style, as perceived by others. Twelve situations are described and four possible actions by the leader are described. The employee must circle the alternative which best describes the behavior of the leader of his group. The instrument plots directive versus supportive behavior in terms of the task and the relationship between employee and

supervisor/leader.

According to Hersey and Blanchard, the successful leader can adapt behavior to the organizational situation. In other words, the leader can change to fit the situation (unlike Fiedler). Task and relationship, for Hersey and Blanchard, are not mutually exclusive but can and do occur at the same or different levels.

The theory is based on a dynamism among: (1) the amount of task behavior a leader provides; (2) the amount of relationship behavior extended by the leader; and (3) the "maturity" level that followers exhibit on the task the leader hopes to accomplish through the employee. As the employee becomes more competent at the task, the supervisor/employee can reduce his task behavior and increase his relationship behavior. Furthermore, as the employee is rewarded by doing a good job and receiving positive stroking, his/her need for high emotional support from the supervisor/leader is reduced.

Hershey and Blanchard's questionnaire is used in the current study. It will be discussed, developed and analyzed further in the Methodology section.

IV. Terms to be defined

Supervisor
A (Mosher and Purple, 1972, p.3) is the person whose task is to teach "...teachers how to teach...and professional leadership in reformulating public education...its curriculum, its teaching and its forms."

Evaluation (Howard, 1983) is the process of securing valid, reliable, and applicable information about programs, program structure, processes, outcomes and impacts.

Maturity (Hersey and Blanchard, 1977) is the capacity to set high yet attainable goals, willingness and responsibility, education and/or experience of an individual or a group.

Task Behavior (Hersey and Blanchard, 1977) is the extent to which a leader engages in one-way communication by explaining what each follower is to do as well as when, where, and how tasks are to be accomplished.

Relationship Behavior (Hersey and Blanchard, 1977) is the extent to which a leader engages in two-way communication by providing socio-economical support, "psychological strokes", and facilitating behaviors.

High Task/Low Relationship Leader Behavior (S1) (Hersey and Blanchard, 1977) is referred to as "telling" because this style is characterized by one-way communication in which the supervisor/leader defines the roles of followers and then tells them what, how, when and where to do various tasks.

High Task/High Relationship Behavior (S2) (Hersey and Blanchard, 1977) is referred to as "selling" because with this style most of the direction is still provided by the leader. He or she also attempts through two-way communication and socio-emotional support to get the follower(s) psychologically to buy in to decisions that have to be made.

High Relationship/Low Task Behavior (S3) (Hersey and Blanchard, 1977) is called "participating" because with this style the leader and follower(s) now share in decision making through two-way communication and much facilitating behavior from the leader since the follower(s) have the ability and knowledge to do the task.

Low Relationship/Low Task Behavior (S4) (Hersey and Blanchard, 1977) is labelled "delegating" because the style involves letting followers "run their own show". The leader delegates since the follower(s) are high in maturity, being both willing and able to take responsibility for directing their own behavior.

V. Methodology

During the 10th week of the semester, twenty (20) tutors employed in the Academic Skills/Learning Resources Center (AS/LRC), Bowie State

College's Special Services for Disadvantaged Students (SSDS) project, were administered the Leader Effectiveness and Adaptability Description L.E.A.D.) questionnaire (see Appendix) developed by Hersey and Blanchard in 1973. Ten of the tutors are new employees, i.e., were employed for ten weeks at the time the survey instrument was administered. Ten of the tutors are old employees; i.e., were employed for 2 or more semesters at the time the survey instrument was administered. All forms were completed and returned anonymously. New employee questionnaire forms had an N marked in the upper right hand corner. Frequency distributions were compiled for new and old employees on each item. The following specific responses were recorded for each situation listed.

L.E.A.D. Survey

Situation #1: Subordinates are not responding lately to this leader's friendly conversation and obvious concern for their welfare. Their performance is declining rapidly.

Alternatives:This leader would:

A. emphasize the use of uniform procedures and the necessity for task accomplishment.

	Raw#	%
New:	5	25
Old:	7	35
Total:	12	60

B. be available for discussion but would not push his involvement.

	Raw#	%
New:	1	5
Old:	0	0
Total:	1	5

C. talk with subordinates and then set goals.

	Raw#	%
New:	3	15
Old:	3	15
Total:	6	30

d. intentionally not intervene.

	Raw#	%
New:	1	5
Old:	0	0
Total:	1	5

Situation#2: The observable performance of this leader's group is increasing. The leader has been taking sure that all members were aware of their responsibilities and expected stnadards of performance.
Alternatives: This leader would:
A. engage in friendly interaction, but continue to make sure all members are aware of their responsibilities and expected standards of performance.

	Raw#	%
New:	4	20
Old:	6	30
Total:	10	50

B. take no definite action.

	Raw#	%
New:	0	0
Old:	0	0
Total:	0	0

C. do what could be done to make the group feel important and involved.

	Raw#	%
New:	5	25
Old:	4	20
Total:	9	45

D. emphasize the importance of deadlines and tasks.

	Raw#	%
New:	1	5
Old:	0	0
Total:	1	5

Situation #3 :This leader's group is unable to solve a problem. The leader has normally left the group alone. Group performance and interpersonal relations have been good.
Alternatives: This leader would:
A. work with the group and together to engage in problem solving.

	Raw#	%
New:	2	10
Old:	5	25
Total:	7	35

B. let the group work it out.

	Raw#	%
New:	0	0
Old:	0	0
Total:	0	0

C. act quickly and firmly to correct and redirect.

	Raw#	%
New:	6	30
Old:	3	15
Total:	9	45

D. encourage group to work on problem and be supportive of their efforts.

	Raw#	%
New:	2	10
Old:	2	10
Total:	4	20

Situation#4 : This leader is considering a change. The leader's subordinates have a fine record of accomplishment. They respect the

need for change.
Alternatives: This leader would:
A. allow group involvement in developing the change, but would not be too directive.

	Raw#	%
New:	2	10
Old:	3	15
Total:	5	25

B. announce changes and then implement with close supervision.

	Raw#	%
New:	3	15
Old:	1	5
Total:	4	20

C. allow group to formulate its own direction.

	Raw#	%
New:	2	10
Old:	3	15
Total:	5	25

D. incorporate group recommendations but direct the change.

	Raw#	%
New:	3	15
Old:	3	15
Total:	6	30

Situation #5 : The performance of this leader's group has been dropping during the last few months. Members have been unconcerned with meeting objectives. Redefining roles and responsibilities has helped in the past. They have continually needed reminding to have their tasks done on time.
Alternatives: This leader would:
A. allow group to formulate its own direction.

	Raw#	%
New:	0	0
Old:	0	0
Total:	0	0

B. incorporate group recommendations, but see that objectives are met.

	Raw#	%
New:	0	0
Old:	3	15
Total:	3	15

C. redefines roles and responsibilities and supervises carefully.

	Raw#	%
New:	10	50
Old:	6	30
Total:	16	80

D. allow group involvement in determining roles and responsibilities.

	Raw#	%
New:	0	0
Old:	1	5
Total:	1	5

Situation#6: This leader stepped into an efficiently runorganization. The previous administrator tightly controlled the situation. The leader wants to maintain a productive situation, but would like to begin humanizing the environment.
Alternatives: This leader would:
A. do what could be done to make the group feel important and involved.

	Raw#	%
New:	3	15
Old:	3	15

Total:6	30

B. emphasize the importance of deadlines and tasks.

Raw#	%
New:4	20
Old:1	5
Total:5	25

C. intentionally not intervene.

Raw#	%
New:1	5
Old:0	0
Total:1	5

D. get involved in decision-making, but see that objectives are met.

Raw#	%
New:2	10
Old:6	30
Total:8	40

Situation#7: This leader is considering changing to a structure that will be new to the group. Members fo the group have made suggestions about needed change. The group has been productive and demonstrated flexibility in its operations.

Alternatives: This leader would:

A. define the change and supervise carefully.

Raw#	%
New:5	25
Old:3	15
Total:8	40

B. participate with the group in developing the change but allow members to organize the implementation.

Raw#	%
New:2	10
Old:6	30
Total:8	40

C. be willing to make changes as recommended, but maintain control of implementation.

Raw#	%
New:3	15
Old:1	5
Total:4	20

D. avoid confrontation; leave things alone.

Raw#	%
New:0	0
Old:0	0
Total:0	0

Situation#8: Group performance and interpersonal relations are good. This leader feels somewhat unsure about his lack of direction of the group.

Alternatives: This leader would:

A. leave the group alone.

Raw#	%
New:2	10
Old:0	0
Total:2	10

B. discuss the situation with the group and then he would initiate necessary changes.

Raw#	%
New:3	15
Old:4	20

Total:	7	35

C. take steps to direct subordinates toward working in a well-defined manner.

	Raw#	%
New:	2	10
Old:	5	25
Total:	7	35

D. be supportive in discussing the situation with the group but not too directive.

	Raw#	%
New:	3	15
Old:	1	5
Total:	4	20

Situation #9: This leader has been appointed by a superior to head a task force that is far overdue in making requested recommendations for change. The group is not clear on its goals. Attendance at sessions has been poor. Their meetings have turned into social gatherings. Potentially, they ahve the talent necessary to help.

Alternatives: This leader would:

A. let the group work out its problems.

	Raw#	%
New:	0	0
Old:	0	0
Total:	0	0

B. incorporate group recommendations, but see that objectives are met.

	Raw#	%
New:	4	20
Old:	2	10
Total:	6	30

C. redefine goals and supervise carefully.

	Raw#	%
New:	3	15
Old:	6	30
Total:	9	45

D. allow group involvement in setting goals but would not push.

	Raw#	%
New:	3	15
Old:	2	10
Total:	5	25

Situation #10: Subordinates, usually able to take responsibility, are not responding to the leader's recent redefining of standards.

Alternatives: This leader would:

A. allow group involvement in redefining standards, but would not take control.

	Raw#	%
New:	2	10
Old:	0	0
Total:	2	10

B. redefine standards and supervise carefully.

Raw#	%
New:8	40
Old:6	30
Total:14	70

C.avoid confrontation by not applying pressure:leave the situation alone.

Raw#	%
New:0	0
Old:0	0
Total:0	0

D. incorporate group recommendations, but see that new standards are met.

Raw#	%
New:0	0
Old:4	20
Total:4	20

Situation #11: This leader has been promoted to a new position. The previous manager was uninvolved in the affairs of the group. The group has adequately handled its tasks and direction. Group interrelations are good.

Alternatives: TLis leader would:

A. take steps to direct subordinates toward working in a well-defined manner.

Raw#	%
New:3	15
Old:2	10
Total:5	25

B. involve subordinates in decision-making and reinforce good contributions.

Raw#	%
New:3	15
Old:4	20
Total:7	35

C. discuss past performance with group and then examine the need for new practices.

Raw#	%
New:2	10
Old:4	20
Total:6	30

D. continue to leave the group alone.

Raw#	%
New:2	10
Old:0	0
Total:2	10

Situation #12:Recent information indicates some internal difficulties among subordinates. The group has a remarkable record of accomplishment. Members have effectively maintained long-range goals. They ahve worked in harmony for the past year. All are well qualified for the task.

Alternatives: This leader would:

A. try out his solution with subordinates and examine the need for new practices.

Raw#	%
New:3	15
Old:1	5
Total:4	20

B.allow group members to work it out themselves.

Raw#	%
New:1	5
Old:4	20
Total:5	25

C. act quickly and firmly to correct and redirect.

Raw#	%
New:2	10
Old:2	10
Total:4	20

D. participates in problem discussion while providing support for subordinates.

Raw#	%
New:4	20
Old:3	15
Total:7	35

The survey questions were completed and returned in a basket in the supervisor's office at the leisure of each tutor. Some forms were turned in at the same time.

By compiling and socring the data for new and old employees, the results are as follows.

In terms of style, 52 responses of new tutors and 42 responses of old tutors indicate the leader is characterized by high task/low relationship. 29 responses of new tutors and 42 responses of old tutors indicate that the leader's style is characterized by high relationship/low task. 9 responses of new tutors and 4 responses of old tutors show a style characterized by low relationship/low task.

When scoring for style adaptability, the survey reveals that new tutors gave the leader a total of +25 in the effective leadership dimension. Old tutors gave the supervisor/leader a score of +83 in the effective leadership dimension. These results indicate that old tutors perceive the supervisor/leader's style as more effective than new tutors.

The supervisor's scores reveal a high task/high relationship score which is consistent with the view and scores of the old tutors. The scores of the supervisor are within the "selling" (S2) quadrant of effective styles. This style is consistent and appropriate for the college students the supervisor/leader works with. It should be noted that all tutors are trained by the supervisor/leader for one hour weekly sessions each Wednesday afternoon. Training sessions consist of a theoretical presentation, student involvement (role playing, psychodrama, group non-verbal and verbal exercises, etc.) and feedback. The sessions, no doubt, contributed to the scores.

VI. Conclusions

Hypothessis #1: Accepted

There is a difference in the evaluation of the supervisor by new versus old tutors.

Hypothesis #7: Accepted

The supervisor's self-evaluation is more consistent with the old employee's evaluations than with the new tutor's evaluations. That is, in relationships that have been developed over time, the tutor's view of the supervisor/leader is more consistent with the supervisor's view of herself than the perception of the supervisor in new supervisor-tutor relationships.

The scores support the notion that the supervisor/leader's view of herself and the perceptions of tutors who know her better are more consistent. New tutors who had, at the time of the administration, undergone ten hours of extensive training (one hour per week) and other positive interactions with the supervisor perceived her as effective. On alternative items where "confrontation" was mentioned, all tutors perceived the leader as able and willing to confront. The writer was amused at just how well the tutors know her.

Supervisor evaluation can be a valuable asset for program development. Feedback from tutors or teachers or other employees is a valuable asset because it allows us to test out communicative processes. Evaluation can be used for self-growth as supervisors/leaders strive to improve.

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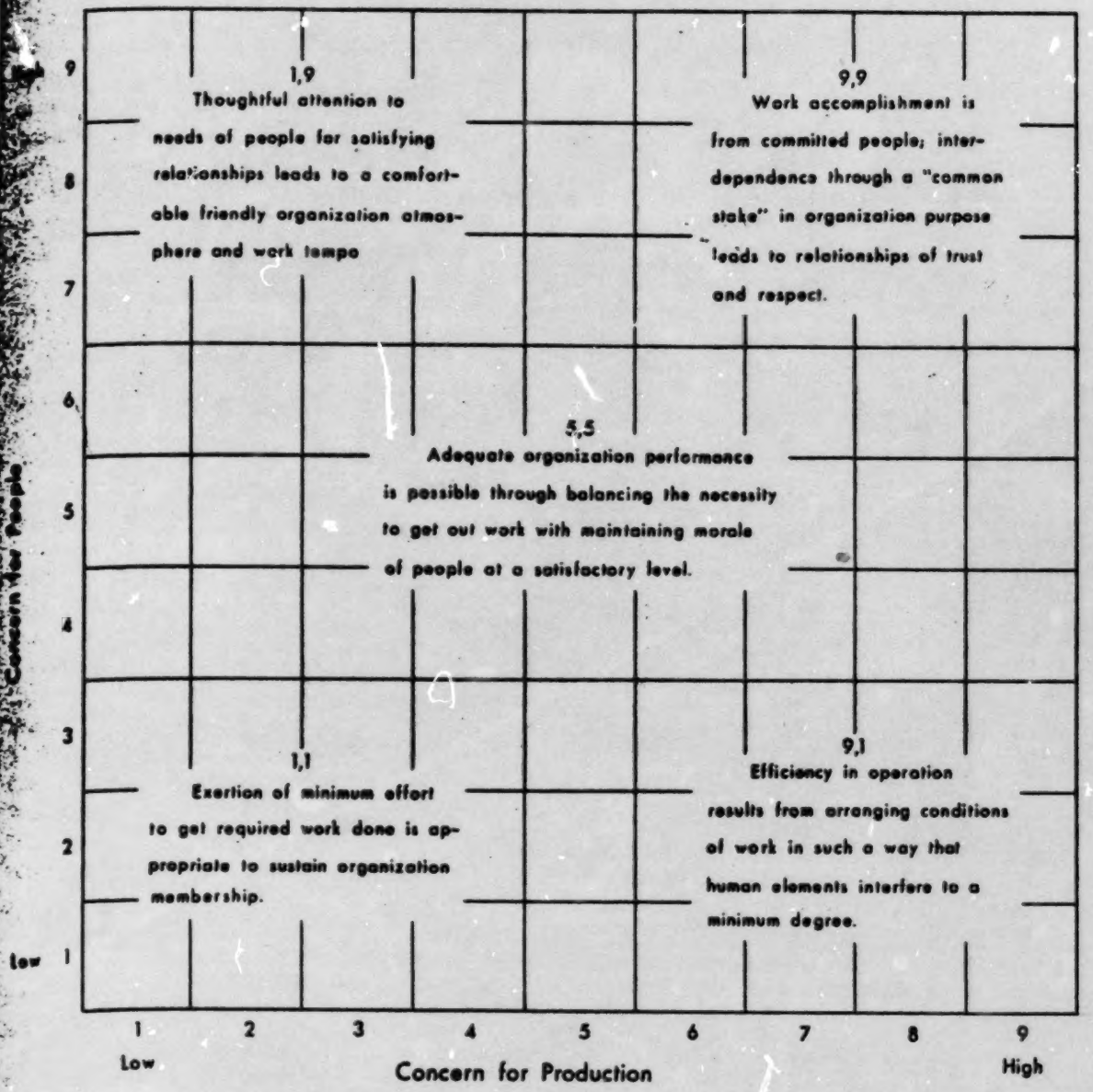
EXHIBIT 4

The Grid®



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or interactions, and little if any effort is expended in developing subordinates or in communicating to them the reasons for instructions or procedural change. The managerial style represented by 9,1 is called "task management" by Blake.

1,9

The polar extreme of 9,1 style is "country club management." The 1,9 manager is concerned with a happy and harmonious work force, even though the company's need for products or serv-

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EXHIBIT 3 Organizational and Performance Characteristics of Different Management Systems Based on a Comparative Analysis

	System of organization			
	Authoritative			Participative
Organizational variable	Exploitive authoritative System 1	Benevolent authoritative System 2	Consultative System 3	Participative group System 4
1. Leadership processes used				
Extent to which superiors have confidence and trust in subordinates	Have no confidence and trust in subordinates	Have condescending confidence and trust, such as master has to servant	Substantial but not complete confidence and trust; still wishes to keep control of decisions	Complete confidence and trust in all matters
Extent to which superiors behave so that subordinates feel free to discuss important things about their jobs with their immediate superior	Subordinates do not feel at all free to discuss things about the job with their superior	Subordinates do not feel very free to discuss things about the job with their superior	Subordinates feel rather free to discuss things about the job with their superior	Subordinates feel completely free to discuss things about the job with their superior
Extent to which immediate superior in solving job problems generally tries to get subordinates' ideas and opinions and make constructive use of them	Seldom gets ideas and opinions of subordinates in solving job problems	Sometimes gets ideas and opinions of subordinates in solving job problems	Usually gets ideas and opinions and usually tries to make constructive use of them	Always gets ideas and opinions and always tries to make constructive use of them
2. Character of motivational forces				
Manner in which motives are used	Fear, threats, punishment, and occasional rewards	Rewards and some actual or potential punishment	Rewards, occasional punishment, and some involvement	Economic rewards based on compensation system developed through participation; group participation and involvement in setting goals, improving methods, appraising progress toward goals, etc.
Amount of responsibility felt by each member of organization for achieving organization's goals	High levels of management feel responsibility; lower levels feel less; rank and file feel little and often welcome opportunity to behave in ways to defeat organization's goals	Managerial personnel usually feel responsibility; rank and file usually feel relatively little responsibility for achieving organization's goals	Substantial proportion of personnel, especially at high levels, feel responsibility and generally behave in ways to achieve the organization's goals	Personnel at all levels feel real responsibility for organization's goals and behave in ways to implement them

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EXHIBIT 3 Organizational and Performance Characteristics of Different Management Systems Based on a Comparative Analysis (Continued)

	System of organization			
	Authoritative			Participative
Organizational variable	Exploitive authoritative System 1	Benevolent authoritative System 2	Consultative System 3	Participative group System 4
3. Character of communication process				
Amount of interaction and communication aimed at achieving organization's objectives	Very little	Little	Quite a bit	Much with both individuals and groups
Direction of information flow	Downward	Mostly downward	Down and up	Down, up, and with peers
Extent to which downward communications are accepted by subordinates	Viewed with great suspicion	May or may not be viewed with suspicion	Often accepted but at times viewed with suspicion; may or may not be openly questioned	Generally accepted but if not, openly and candidly questioned
Accuracy of upward communication via line	Tends to be inaccurate	Information that boss wants to hear flows; other information is restricted and filtered	Information that boss wants to hear flows; other information may be limited or cautiously given	Accurate
Psychological closeness of superiors to subordinates (i.e., how well does superior know and understand problems faced by subordinates?)	Has no knowledge or understanding of problems of subordinates	Has some knowledge and understanding of problems of subordinates	Knows and understands problems of subordinates quite well	Knows and understands problems of subordinates very well
4. Character of interaction-influence process				
Amount and character of interaction	Little interaction and always with fear and distrust	Little interaction and usually with some condescension by superiors; fear and caution by subordinates	Moderate interaction, often with fair amount of confidence and trust	Extensive, friendly interaction with high degree of confidence and trust
Amount of cooperative teamwork present	None	Relatively little	A moderate amount	Very substantial amount throughout the organization

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EXHIBIT 3 Organizational and Performance Characteristics of Different Management Systems Based on a Comparative Analysis (Continued)

	System of organization			
	Authoritative			*Participative*
Organizational variable	*Exploitive authoritative* System 1	*Benevolent authoritative* System 2	*Consultative* System 3	*Participative group* System 4
5. Character of decision-making process				
At what level in organization are decisions formally made?	Bulk of decisions at top of organization	Policy at top, many decisions within prescribed framework made at lower levels	Broad policy and general decisions at top, more specific decisions at lower levels	Decision making widely done throughout organization, although well integrated through linking process provided by overlapping groups
To what extent are decision makers aware of problems, particularly those at lower levels in the organization?	Often are unaware or only partially aware	Aware of some, unaware of others	Moderately aware of problems	Generally quite well aware of problems
Extent to which technical and professional knowledge is used in decision making	Used only if possessed at higher levels	Much of what is available in higher and middle levels is used	Much of what is available in higher, middle, and lower levels is used	Most of what is available anywhere within the organization is used
To what extent are subordinates involved in decisions related to their work?	Not at all	Never involved in decisions; occasionally consulted	Usually are consulted but ordinarily not involved in the decision making	Are involved fully in all decisions related to their work
Are decisions made at the best level in the organization so far as the motivational consequences (i.e., does the decision-making process help to create the necessary motivations in those persons who have to carry out the decisions?)	Decision making contributes little or nothing to the motivation to implement the decision, usually yields adverse motivation	Decision making contributes relatively little motivation	Some contribution by decision making to motivation to implement	Substantial contribution by decision-making processes to motivation to implement

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